

# Aligning Social Emotional Learning Standards to Illinois Academic Standards using an RTI Model

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<http://success4all.wikispaces.com>

| SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL |                                     |                                     |                          |                      |
|---|-------------------------------------|-------------------------------------|--------------------------|----------------------|
| STAGE   | SCOPE AND SEQUENCE                  |                                     |                          |                      |
|   | FIRST QUARTER                       | SECOND QUARTER                      | THIRD QUARTER            | FOURTH QUARTER       |
| STAGE B                                       | IDENTIFY EMOTIONS                   | UNDERSTANDING AND MANAGING EMOTIONS | SOCIAL SKILLS/ DIVERSITY | INTERPERSONAL SKILLS |
| STAGE D                                       | UNDERSTANDING AND MANAGING EMOTIONS | SOCIAL SKILLS/DIVERSITY             | INTERPERSONAL SKILLS     | DECISION MAKING      |
| STAGE G                                       | MEANING AND MANAGING EMOTIONS       | SOCIAL SKILLS/DIVERSITY             | INTERPERSONAL SKILLS     | DECISION MAKING      |
| STAGE I                                       | INTERPERSONAL SKILLS                | SOCIAL SKILLS/DIVERSITY             | SELF ADVOCACY            | COMMUNITY            |
| STAGE J                                       | INTERPERSONAL SKILLS                | SOCIAL SKILLS/DIVERSITY             | SELF ADVOCACY            | COMMUNITY            |

# SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B

**TIMELINE:**  
1<sup>st</sup> QUARTER

## IDENTIFY EMOTIONS

### LEARNING STANDARDS

1A. Identify Feelings: happy, angry, sad, afraid, excited, proud  
1A.5 Demonstrate a range of emotions through facial expressions and body language.  
1B.1 Identify the personal traits of characters in stories.  
1B.2 Describe an achievement that makes you feel proud.  
1C.7 Use self-talk to reward yourself for accomplishments.  
1B.6 Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).  
3C.2 Describe what you have done to make a positive difference in your class or school and how this made you feel.

### ESSENTIAL QUESTION

What feelings do people have and why?

### UNDERSTANDING / SKILLS

Few students will:

Utilize self-talk to reward themselves for accomplishments

Some students will:

Utilize self-talk to reward themselves for accomplishments inconsistently

Describe an achievement that makes them feel proud

Describe what they have done to make a positive difference in their class and how this affected them

Identify the personal traits of characters in stories

Have exposure to self-talk to reward themselves for accomplishments

Draw a picture of one of their favorite things to do with others (e.g., play a sport, ride bike, go to the beach)

All students will:

Identify Feelings: happy, angry, sad, afraid, excited, proud

Demonstrate a range of emotions through facial expressions and body language

### ACADEMIC VOCABULARY

Positive difference - making a good or better choice

Self talk - silently or quietly talking to one-self about own thoughts and feelings

### BEST PRACTICES

### TOOLS

Please refer to your discipline specific SEDOL Technology Steps  
Peace4Kids

### ASSESSMENT EVIDENCE

